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ABSTRACT

Articles in this yearbook address the issue of emphasizing the basics in reading development, and also focus on the literary experience. Articles, listed by their authors, include: (1) "A Second Helping" (Myra Cohn Livingston); (2) "Not Only a New Curriculum but a New Teacher" (Marilyn Hanf Buckley); (3) "Reading--A Literary Feast" (Lil Thompson); (4) "A World of Horizons beyond Horizons" (Spencer G. Shaw); (5) "For Spiritual or Pleasurable Ends: The Portrayal of Children's Reading in Children's Books, 1670-1785" (E. Jennifer Monaghan); (6) "Recognition of Merit Award" (Carolyn Angus); (7) "Acceptance Statement" (Marilyn Sachs); (8) "The Story as It Is Spoken" (Joanne Greenberg); (9) "The Psychiatrist and the Teddy Bear: A Modern Author's Search for the Key to Creating Classical Children's Literature" (Gale Cooper); (10) "A Tale of Two Practices: A Cautionary Look at the Teaching of Literacy in the U.S. and the U.K." (John S. Caputo and Robin Wynyard); (11) "A Lesson from Leichester and London: The Case against Formal Reading Lessons" (Nancy Pine); (12) "The Role of Imagination in Creating Literary Discourse" (J. Dixon Hearne and Kenneth Resch); (13) "Evaluating Literacy Processes on Listening to Children Thinking" (Stephen B. Kucer); (14) "Personal Response to Literature, Film, and Life" (Carole Cox); (15) "A Developmental-Structural Model for Understanding Children's Interpretations of Texts" (Kip Tellez); (16) "Sundaes, Reading, and Education Philosophy" (Russ S. Hubbard); (17) "Understanding Fiction/Understanding Ourselves: Learning without Teachers" (Carol Holder and Harold Levitt); (18) "The Role of Parental Perceptions in Learning to Read" (Thomas Leon Cory); and (19) "Maternal Drug Use/Abuse and Subsequent Learning Problems in Offspring: Is There a Connection?" (Clement E. Papazian). (MG)